Wimbledon Chase Primary School

Pupil Premium Strategy Statement



2025-2026

Contents

Wimbledon Chase Primary School 1

Pupil Premium Strategy Statement 1

School overview 3

Funding overview 4

Part A: Pupil Premium Strategy Plan 5

Statement of intent 5

Challenges 6

Intended outcomes 6

Activity in this academic year 7

Teaching (for example, CPD, recruitment and retention) 7

Part B: Review of outcomes in the previous academic year 10

Pupil Premium Strategy outcomes 10

Externally provided programmes 11

Service pupil premium funding (optional) N/A 11

This statement details our school's use of pupil premium 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wimbledon Chase Primary School
Number of pupils in school	668
Proportion (%) of pupil premium eligible pupils	8.38 % (56)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Keith Ellis, Headteacher
Pupil premium lead	Caroline Burnett, Donna Newell Deputy Headteachers
Governor	Nicola Fleming

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£69,500**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	**£0**
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	**£69,500**

Part A: Pupil Premium Strategy Plan
Statement of intent

At Wimbledon Chase Primary School, our aim is to ensure that all disadvantaged pupils make strong progress from their individual starting points and achieve high standards across the curriculum, regardless of background or the challenges they may face.

We maintain high expectations for all pupils, including disadvantaged pupils who are already high attainers. Our Pupil premium strategy focuses on removing barriers to learning through high-quality teaching, targeted academic support and effective pastoral provision. This approach ensures pupils are supported academically, socially and emotionally, enabling them to thrive and be well prepared for the next stage of their education.

Our strategy is developed with a clear understanding of the latest inspection expectations, ensuring that inclusion and achievement for disadvantaged pupils are central to whole-school improvement and leadership practice.

Our objectives are to:

- Remove barriers to learning created by family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read and write fluently and with strong understanding to enable them to access the breadth of the curriculum
- Develop confidence in the pupil's ability to communicate effectively in a wide range of contexts
- Support pupils' social and emotional wellbeing including developing resilience.
- Enable pupils to access a wide range of opportunities to develop their knowledge and understanding of the world
- Ensure clear evidence of the **impact of pupil premium spending** is used to inform future strategic decisions and school improvement planning

Achieving our objectives:
To achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Use evidence-informed approaches and research-led interventions to accelerate progress for disadvantaged pupils
- Provide targeted intervention and support to quickly address identified gaps in learning, including small group work and precision teaching
- Review and adapt intervention and support regularly to ensure actions are having measurable impact on narrowing attainment gaps

- Target funding to ensure all pupils can access curriculum enrichment opportunities, including trips, residentials and first-hand experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport, music and leadership roles
- Ensure governance and senior leadership regularly scrutinise how Pupil Premium funding is used and the impact it has on outcomes for disadvantaged pupils

Key Principals:

- Teaching, learning and assessment will meet the needs of all pupils through the rigorous analysis of data, including progress and achievement outcomes for disadvantaged pupils
- Class teachers will identify Pupil Premium pupils within their classes and provide specific support and intervention, which will be reviewed at least termly
- Alongside academic support, pupils who have social, emotional and mental health needs will access high-quality provision delivered by appropriately trained adults
- We will routinely evaluate the impact of our actions, ensuring disadvantaged groups make progress that is at least in line with other pupils nationally, recognising that inspectors will focus attention on both achievement and inclusion
- Our approach will demonstrate inclusive practice embedded across whole school priorities, so that meeting the needs of disadvantaged pupils is intrinsic to our curriculum design, teaching and leadership decisions

We are committed to using robust evidence from internal monitoring and national research to plan, implement, evaluate and refine our pupil premium strategy annually. We will ensure transparent reporting on our website, including how funding has been spent and the impact on outcomes for disadvantaged pupils, in line with statutory requirements and inspection expectations.

Challenges

Through analysis of assessment data, attendance information, behaviour records, pupil voice and engagement with families, we have identified the following key challenges for disadvantaged pupils:

Challenge number	Detail of challenge
1	Gaps in reading, writing and mathematics which impact pupils' ability to access the wider curriculum.
2	Additional barriers for pupils with SEND and those who speak English as an Additional Language (EAL), impacting their ability to access learning, understand curriculum content and demonstrate their knowledge
3	Social, emotional and mental health needs impacting engagement, behaviour .
4	Reduced access to enrichment opportunities and wider cultural experiences
5	Barriers related to family circumstance, including attendance, punctuality and access to learning resources

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils make strong progress across all subject areas	KS2 outcomes for Reading,Writing,Maths in 2025/2026 will show that the majority of disadvantaged pupils achieve the expected standard or above Disadvantaged pupils make good progress from their starting points. The progress gap narrows between disadvantaged and non-disadvantaged pupils. Assessment information shows consistent progress over time for disadvantaged pupils.
Attainment gaps between disadvantaged pupils and their non-disadvantaged peers are reduced	The attainment gap narrows between disadvantaged and non-disadvantaged pupils across the school. An increasing proportion of disadvantaged pupils meet age-related expectations in reading, writing and mathematics.

	End-of-year and end-of-key-stage data shows improved attainment for disadvantaged pupils over time.
Pupils read and write fluently, enabling full access to the curriculum	Pupils demonstrate secure reading fluency and comprehension appropriate to their age. Pupils write clearly and accurately, applying spelling, punctuation and grammar across the curriculum. Assessment and work scrutiny show that weak literacy is not a barrier to accessing learning in other subjects.
Improved confidence, communication skills and learning behaviours	Disadvantaged pupils show increased confidence and engagement in lessons. Pupils communicate their ideas clearly and appropriately in class. Learning behaviours demonstrate improved focus, resilience and independence over time
Improved wellbeing, attendance and engagement	Disadvantaged pupils show positive wellbeing and readiness to learn. Attendance of disadvantaged pupils improves and is in line with school expectations. Pupils demonstrate high levels of engagement in lessons and school life. The attendance gap between disadvantaged pupils and their peers narrows, with persistent absence reducing year on year.
Disadvantaged pupils have full access to enrichment and wider curriculum opportunities	Disadvantaged pupils participate fully in trips, clubs and enrichment activities. Barriers to access are identified and removed so all disadvantaged pupils can take part. Pupil voice and monitoring show positive engagement with the wider curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning CPD Including retrieval practice and explicit instruction.	CPD around strategies for teachers for curriculum design and assessment. Provide teachers with CPD that explores teaching and learning styles to assist with absorbing and retaining information. Questioning and Assessment EEF Retrieval Practice	1
SEND Training	Ensure all pupils have access to high quality teaching which is complimented with carefully selected small-group and one-to-one interventions. EEF Supporting SEND Learners in Mainstream Classroom	2
EAL Training	CPD for staff on the integration of EAL pupils in the mainstream classroom. EAL Learners Support	2
Maths CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Maths_guidance_KS1_and_2.pdf (publishing.service.gov.uk)	1

Reading and writing CPDincluding focus on Oracy 21	The EEF evidence states that to excel in literacy, pupils need high quality teaching and extensive opportunities to practise reading and writing. Improving Literacy KS2 - EEF KS2 Writing Project KS1 Writing project	1
Build relationships with cluster schools and share good practice on how to support disadvantaged pupils	To work as a group of cluster schools to share ideas on effective ways to support disadvantaged pupils.	1,2,3,4,5,
High expectations for disadvantaged pupils, including those who are high prior attainers	To continue to develop a tiered approach focusing on high-quality teaching first, targeted academic support, and wider strategies to overcome non-academic barriers. EEF Guidance on Supporting Pupil Premium pupils	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:£24,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Provide opportunities for teachers to formatively assess all children's learning appropriate to their Key Stage • To use assessment to adapt provision	Providing feedback is a well-evidenced and has a high impact on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF – Standardised tests	1

• To provide timely and targeted interventions including small-group support and precision teaching. • To focus on early reading, fluency and comprehension	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Small group interventions and structured preschool lessons consistently show positive impacts on disadvantaged pupils' learning. Studies demonstrate significant improvements in key early skills when children receive targeted support in smaller groups, particularly for those from disadvantaged backgrounds. EEF Toolkit	1,2,3
• Maths Intervention relevant to each key stage • Same day interventions. Small group teaching by qualified teachers. - Continued Mastery curriculum • Mastering number carried out in classes across Years 1,2,3 •	Small group interventions targeted at pupils that require additional support in maths help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Small group tuition Improved fluency in Maths for children in all classes in Years 1,2,3 will lead to improved outcomes for all pupils . Mastering Number KS1	1,2
• Use highly qualified staff to provide 1:1 and small group support for specific pupils in reading and writing to ensure they make progress from their starting point	Small group interventions targeted at pupils that require additional support in reading and writing writing help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Individualised instruction | EEF One- One tuition	1,2,3
• To promote spoken language with pupils through small group speaking and listening sessions. • The school will continue to work on the Voice 21 project.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oracy Language Interventions Oracy 21 Impact	1,2

• Small group social Interaction groups in each year group. 1 to 1 support from ELSA trained staff for specific children displaying anxiety. • Attention Bucket Intervention • Intensive Interactions group- EYFS and KS1 • Worries Group- KS1 and KS2 • Free Falling -Polka Theatre	Consistent feedback from schools across the UK has shown that the support from ELSA has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically. ELSA Support Life skills and enrichment	3,5
• Continue to strengthen communication and engagement of parents sharing learning experiences at home with school. • Workshops for parents to explain key areas of learning or development. • Share website links with parents that explain how we teach phonics, maths and the importance of communication and language across the curriculum. • Parental workshops run by Mental Health Cluster. • Be spoke well being support provided by Educational Wellbeing Practitioner to provide targeted support to families.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental Engagement EEF Evidence shows that higher attendance rates lead to improved academic performance, as pupils have more opportunities to engage with classroom materials, participate in discussions, and receive timely feedback from teachers. EEF Research on Attendance	4,5

• Improve attendance and punctuality of disadvantaged pupils by offering pre-school clubs.		
• Ensure pupil engagement in all areas of school life through pupil voice. • Offer wider curriculum opportunities. • HAF project set up and running each holiday during the academic year • Merton Schools Partnership to provide after school sporting clubs for disadvantaged pupils- funded from PP grant. • Pupil Premium children to be identified and sent invites for free Dance and Basketball sessions. • Ensure that all families are aware and able to access clubs with financial support where necessary. • Pupil premium children identified to take part in Kew House visits. • Pupil Premium pupils to be taken on a trip to a book shop to purchase their own chosen book. • Children take part in team building activities in the summer term and attend Theatre trip.	Wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported when disadvantaged pupils engage in extracurricular activities. Pupil Motivation EEF	3,4

• Children choose a book during a visit to a bookshop.		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost; £18,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
• To liaise with parents and EWO to develop strategies to improve the attendance of disadvantaged pupils. • Support for pupils to develop resilience, confidence and positive learning behaviours	Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils. Improving communication with parents has been shown to be an effective way of reducing absence. Impact of absence and attainment UCL	5
• To increase the number of disadvantaged • Pupils that have access to residential trips/ outdoor learning in years 5 and 6. • To increase access to enrichment opportunities including sport, music and clubs	Outdoor Adventure Learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF-Outdoor/ residential Learning	4,5
• To develop a close partnership with families to support attendance and engagement	EEF states that parental engagement adds four months' progress when communications are personalised and tailored to all families, with quality home learning support proving more effective than generic help, though maintaining engagement requires careful consideration as children age. EEf toolkit Parental Engagement	4

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Targeted academic support (for example, tutoring, one-to-one support structured interventions) - review of outcomes from academic year 2024/2025

Challenge 1: Outcomes

Staff training on assessment, questioning, and planning significantly improved learning outcomes, evidenced through book scrutinies and Tracking Progress Meetings. PIRA reading tests and end-of-unit maths assessments identified gaps for targeted intervention. Year 6 booster classes with regular monitoring ensured effective support, with formative data enabling responsive adjustments. Mastering Number was successfully embedded in Years 1-3. Flashback fluency activities are used across the school to consolidate prior learning and support automaticity. Same-day interventions addressed knowledge gaps immediately. The Oracy 21 programme transformed lesson design and writing opportunities school-wide with staff from each year group undertaking Oracy 21 training.

Reading Fluency training contributed to KS2 SATs Reading results exceeding national data in 2025 (91%). Additional staffing provided targeted support in reading, writing, and maths across Years 3-6, with phonics support in Years 1-2.

Challenge 2: SEND/EAL Support

The EAL Team delivered bespoke intervention support for pupils new to English, including parent workshops strengthening home-school partnerships. CPD on EAL integration enhanced quality first teaching for our significant EAL cohort (52%). Year 6 young Interpreters fostered positive social interactions at lunchtimes, supporting linguistic and social integration. Ordinarily Available Guidance training enabled staff to develop inclusive provision for all children with SEND. Senior leaders attended ADT training which was then disseminated to all staff and used to Support the Relationship and Behaviour Policy. In house dyslexia support and training has led to bespoke intervention for targeted pupils with dyslexia, ensuring accessible explanations and vocabulary. Teaching Assistant training on metacognitive strategies empowered support staff to develop pupils' self-regulation and independent learning skills, particularly benefiting disadvantaged pupils with complex learning needs requiring support to become autonomous learners.

Challenge 3: Opportunities for Enrichment

Pupil voice and surveys identified children who would benefit from extracurricular activities, ensuring responsive provision. Disadvantaged pupils participated in an Outreach programme with a local care home (Kew House) and Wimbledon Theatre trip, broadening experiences and developing confidence. Representation in Pupil Leadership teams enhanced self-esteem and leadership skills. Pupil Premium children received invitations to free Dance and Basketball sessions through Merton Sports Partnership, with financial support ensuring access to clubs and residential trips.. Theatre trips developed social skills and cultural capital. Kew House visits provided valuable outdoor learning experiences. The HAF project continued throughout holidays, addressing potential learning loss, supporting family wellbeing, and ensuring access to nutritious meals and enriching activities during school breaks.

Challenge 4: Attendance and Punctuality

Enhanced liaison with parents and the Educational Welfare Officer developed targeted strategies to improve disadvantaged pupils' attendance. The Parent Support Advisor's support addressed specific barriers to regular attendance through enhanced communication with families. Pre-school

clubs improved punctuality and engagement, providing welcoming starts to the school day. Trauma-informed approaches and ELSA support addressed underlying emotional and social barriers, enabling pupils to attend regularly and engage positively with learning. Structured monitoring combined attendance data(95.4%) with wellbeing indicators to inform responsive intervention planning. Clear communication between teaching staff, ELSAs, and the Educational Wellbeing Practitioner ensured coordinated support. While progress was made in addressing attendance barriers through holistic support, the 25.4% of Pupil Premium children with attendance below 90% remains a key focus for continued improvement in 2025/2026.

Challenge 5: Parental Engagement

Multiple curriculum and social-emotional workshops successfully engaged parents, with Educational Wellbeing Practitioner sessions receiving positive feedback. Workshops, run by School Leaders, explained phonics, maths, and communication importance across the curriculum, supporting home learning. Website links shared with parents strengthened home-school partnerships. The Parent Gym charity programme proved exceptionally popular, with oversubscription leading to additional sessions meeting demand. These workshops helped parents support children's learning at home, creating stronger partnerships benefiting disadvantaged pupils' progress and attainment. Mental Health Cluster parental workshops provided valuable support for families dealing with social, emotional, and mental health challenges. Bespoke wellbeing support from the Educational Wellbeing Practitioner addressed specific family barriers to learning and attendance. The integrated approach between academic teaching and family support ensured barriers were addressed holistically, supporting both academic progress and personal development. Early Help Practitioner , worked closely with specific families to provide advice and support to help with pupil behaviour and attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme
Digi Map
Twinkle
Phonics Play
Tig Tag
Tapestry
Spelling Shed
Letter Join
Timetable Rock Stars

Kapow
Oddizzi-Geography
Sing Up
Big Cat Collins E books

Service pupil premium funding (optional) N/A